CATCHING UP TO THE CORE:
Common Sense Strategies for Accelerating Access to the Common Core in California

December 2012
California has historically been a leader in standards-based education reform. However, rather than build on this history, California has lagged behind other states in CCSS implementation efforts, leaving most districts and schools without meaningful support.
COMMON CORE STATE STANDARDS OFFER IMPROVEMENTS ON CURRENT CALIFORNIA CONTENT STANDARDS

- Reduce the number of standards
- Increase academic rigor
- Increase the emphasis on content-rich nonfiction and academic language
- Allow for cross-state comparability, portability and resource sharing
### Sample ELA Standards:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>California ELA Content Standards (1997): Literary Response and Analysis (Standard 3.0)</th>
<th>CCSS for ELA and Literacy (2010): Reading Standards for Literature, Key Ideas, and Details (Standard RL.K/4/9.3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Distinguish fantasy from realistic text.</td>
<td>With prompting and support, identify characters, settings, and major events in a story.</td>
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<td>Fourth grade</td>
<td>Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
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<tr>
<td>Ninth grade</td>
<td>Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</td>
<td>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</td>
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Sample Standards-Aligned Task:

<table>
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<tr>
<th>Grade Level</th>
<th>Typical Task based on California ELA Content Standard: Literary Response and Analysis</th>
<th>Example Task developed for CCSS for ELA and Literacy: Literature, Key Ideas, and Details</th>
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<tr>
<td>Ninth grade</td>
<td>In <em>To Kill a Mockingbird</em>, Atticus states that it is his moral obligation to defend Tom Robinson: “…before I can live with other folks I’ve got to live with myself. The one thing that doesn’t abide by majority rule is a person’s conscience.” What does it mean to have integrity, honesty, or a conscience? How important are these characteristics? Tell about a time when you have noticed someone behaving according to their moral conscience, integrity, or a lack thereof.</td>
<td>How does Harper Lee use characters and events in <em>To Kill a Mockingbird</em> to define courage? After reading Part One of <em>To Kill a Mockingbird</em>, write an essay that defines courage and explains how three different characters show courage. Support your discussion with evidence from the text(s). What conclusions or implications can you draw?</td>
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IMPLEMENTING THE CCSS EQUITABLY AND EFFECTIVELY MEANS STATE LEADERSHIP ON FOUR KEY INTERRELATED POLICIES

1. Professional development content and delivery
2. Instructional supports and materials alignment
3. Implementation costs and technology infrastructure
4. Alignment with higher education
PROFESSIONAL DEVELOPMENT CONTENT AND DELIVERY

The potential of the CCSS will only be realized by strengthening educators’ capacity to provide standards-based instruction that emphasizes critical thinking skills and pushes all students towards achieving greater depths of understanding.

Promising Practices:

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
OHIO DEPARTMENT OF EDUCATION
GEORGIA DEPARTMENT OF EDUCATION

Lessons for California:
Teachers can be trained quickly and effectively using a modularized, regionalized, and/or online approach.
Immediately following state adoption of the CCSS, district leaders convened a stakeholder group to write an implementation plan.

Initiated staged implementation, beginning with ELA and a small cohort of grade-level teams (~125 teachers), then expanded to 2nd cohort of 19 schools.

- Used district’s existing process of data inquiry and analysis
- Teacher leaders from first cohort facilitating expansion
INSTRUCTIONAL SUPPORTS AND MATERIALS

Educators need comprehensive, well-organized, quality resources that don’t just tell them what standards to teach but offer support with how to teach them. The state must provide more resources for teachers and students in districts without the capacity to create strong instructional supports from the state’s curriculum frameworks.

Promising Practices:

CALIFORNIA OFFICE TO REFORM EDUCATION (CORE)
NEW YORK CITY DEPARTMENT OF EDUCATION
MULTI-STATE ALLIANCE: SHARED LEARNING COLLABORATIVE

Lessons for California:
There is a wealth of instructional materials being created in CA and across the country; the state should act as an arbiter of quality.
PROMISING PRACTICE IN INSTRUCTIONAL MATERIALS AND SUPPORT

CALIFORNIA OFFICE TO REFORM EDUCATION (CORE)

• 8-member school districts (Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, and Sanger Unified School Districts) collaborating to align assessments, materials, and PD

• Summer Design Institute (2012)
  – Grade-level design teams developed performance task modules, consisting of: formative assessment tasks, rubrics, teacher instructions, and student work exemplars.
  – Expected to be open-source materials for all to use
IMPLEMENTATION COSTS AND TECHNOLOGY INFRASTRUCTURE

Estimates of the cost of implementation vary depending on how the state chooses to approach professional development methods and materials adoption. The greatest cost will likely come from ensuring all schools have reliable technology infrastructure and sufficient capacity to deploy online assessments (in 2014-15).

Promising Practices:

NEW YORK STATE EDUCATION DEPARTMENT
RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Lessons for California:
Technology costs can be mitigated by repurposing dollars and creatively generating new revenues, including capital bonds and/or public-private partnerships.
PROMISING PRACTICE IN IMPLEMENTATION
COSTS AND TECHNOLOGY INFRASTRUCTURE

RHODE ISLAND DEPARTMENT OF EDUCATION

• Survey of access to technology in schools revealed need for improvements to school infrastructure, inc. securing bandwidth and equipment for wireless access

• State education officials worked together to propose $20M Technology Infrastructure Bond (pending)
Developed in collaboration with higher education leaders, the new college and career-ready standards provide an opportunity to vertically align first-year, credit-bearing postsecondary courses. The state must also ensure teacher preparation programs and credentialing requirements (especially for teachers of ELs) are aligned with the CCSS.

Promising Practices:

KENTUCKY DEPARTMENT OF EDUCATION
TENNESSEE DEPARTMENT OF EDUCATION

Lessons for California:
The CCSS offer an opportunity for greater vertical alignment between high school and postsecondary institutions, in course placement decisions and teacher preparation programs.
PROMISING PRACTICE IN ALIGNMENT WITH HIGHER EDUCATION

KENTUCKY DEPARTMENT OF EDUCATION

• Comprehensive implementation strategy that includes a high level of engagement with higher education

• Interagency resolution signed between the KY Board of Education, the Council on Postsecondary Education, and the Education Professional Standards Board to formalize integration of standards into K-12 curriculum, teacher preparation, and other higher education activities.

• Enacted regulations to define common standards for admission and remediation in all public postsecondary institutions
CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

California Implementation Timeline:

- **2010-11**
  - AUGUST 2010: California State Board of Education (SBE) adopts CCSS
  - JUNE 2011: California joins Smarter Balanced Assessment Consortium

- **2011-12**
  - MARCH 2012: California SBE approves CCSS Systems Implementation Plan

- **2012-13**
  - NOVEMBER 2012: New English Language Development Standards adopted
  - MAY 2013: Mathematics curriculum frameworks adoption
  - SEPTEMBER 2013: CDE professional learning modules to be completed

- **2013-14**
  - MAY 2014: ELA curriculum frameworks adoption

- **2014-2015**
  - 2014-2015 School Year CCSS ASSESSMENTS EXPECTED
CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

New York Implementation Timeline:

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<tr>
<th>Phase 1: Awareness</th>
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<tr>
<td>2010-11 SPRING 2010</td>
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<tr>
<td>New York joins PARCC as governing state</td>
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<tr>
<td>JUNE 2011 NY Board of Regents adopts CCSS</td>
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<tr>
<td>SUMMER 2011 NY State Education Department launches &quot;Engage NY&quot; website, making available preliminary curriculum resources</td>
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<th>Phase 2: Transition</th>
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<tr>
<td>2011-12 JANUARY 2011</td>
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<tr>
<td>Teachers implement at least 1 CCSS-aligned unit</td>
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<td>State curriculum modules available for ELA and math (including scope and sequence, performance tasks, and lesson plans)</td>
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<th>Phase 3: Implementation</th>
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<tr>
<td>2012-13 AUGUST 2011</td>
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<tr>
<td>NY Board of Regents approves new set of Pre-K standards</td>
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<td>Curriculum-based PD aligned with CCSS occurs for all teachers</td>
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<td>2013-14</td>
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<td>Full implementation in grades 3-8</td>
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<td>Ongoing CCSS rollout and PD</td>
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<td>CCSS-aligned assessments used</td>
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<td>Full implementation in high school</td>
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<tr>
<td>Online PD available for curriculum modules</td>
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<tr>
<td>Intensive training on PARCC assessments and alignment to curriculum</td>
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2014-2015 School Year CCSS ASSESSMENTS EXPECTED
CALIFORNIA IMPLEMENTATION TIMELINE LAGS BEHIND OTHER STATES AND SOME DISTRICTS IN CA

Sacramento City Unified Implementation Timeline:

- **2010-11**
  - **AUGUST 2010**: California SBE adopts CCSS
  - **OCTOBER 2010**: Stakeholder group writes district implementation plan
  - **NOVEMBER 2010-APRIL 2011**: Principal orientation
  - **JANUARY-AUGUST 2011**: Cohort A (grade-level teams across district), ELA Teacher PD and rollout of ELA CCSS

- **2011-12**
  - Cohort B (19 schools) ELA Teacher PD, Leadership development

- **2012-13**
  - Intensive PD with Cohort B ELA, facilitated by teacher leaders from Cohort A
  - Leadership Team PD at remaining schools
  - PD on math CCSS begins

- **2014-2015**
  - School Year CCSS ASSESSMENTS EXPECTED
WHAT CAN BE DONE?
RECOMMENDATIONS FOR STATE LEADERS

1. Better **communicate** the shift in standards and expectations with teachers, parents, and community members across the state.

2. Provide access to **high-quality professional development** modules developed by local school systems, certify professional development providers, and employ a regional approach.

3. Set **rigorous quality standards** to ensure instructional and supplemental materials are of the highest quality and fully CCSS-aligned.

4. **Share the cost** of implementation with other states, deploy cost-saving technologies, and provide critical funding through a statewide technology bond.

5. **Align expectations** in higher education with the new standards, particularly in placement decisions and teacher preparation.

6. To ensure continuous improvement, conduct an **independent multi-year evaluation** of implementation.
THANK YOU!

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